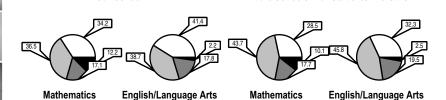
BATESBURG-LEESVILLE MIDDLE 425 Shealy Road Batesburg-Leesville, SC 29006 6-8 Middle School GRADES ENROLLMENT 527 Students Bert Smith 803-532-3831 PRINCIPAL SUPERINTENDENT Dr. William Gummerson 803-532-4423 BOARD CHAIR Dr. Debbie Black 803-532-5321 THE STATE OF SOUTH CAROLINA ANNUAL SCHOOL 2003 REPORT CARD ABSOLUTE RATING: AVERAGE Absolute Ratings of Middle Schools with Students like Ours Excellent Good Average Below Average Unsatisfactory U 14 28 IMPROVEMENT RATING: UNSATISFACTORY ADEQUATE YEARLY PROGRESS: NO This school met 15 out of 21 objectives. The objectives included performance and participation of students in various groups and student attendance rate. SOUTH CAROLINA PERFORMANCE GOAL By 2010, South Carolina's student achievement will be ranked in the top half of the states nationally. To achieve this goal, we must become one of the fastest improving systems in the country. FOR MORE INFORMATION, VISIT WEBSITES AT: WWW.MYSCSCHOOLS.COM WWW.SCEOC.ORG

PERFORMANCE TRENDS OVER 4-YEAR PERIOD

Our School

	Absolute Rating	Improvement Rating	Adequate Yearly Progress
2001	Average	Average	N/A
2002	Average	Below Average	N/A
2003 2004	Average	Unsatisfactory	No

PALMETTO ACHIEVEMENT CHALLENGE TESTS (PACT) RESULTS



Middle Schools with Students like Ours

Advanced

Proficient

Well prepared to work at next grade level; exceeded expectations

Well prepared to work at next grade level; met expectations

Basic

Met standards; minimally prepared, can go to next grade level

Did not meet standards; must have an academic assistance plan; the local board policy determines progress to the next grade level

NOTE: Science and social studies are to be included in the 2005 school report card.

EVALUATIONS BY TEACHERS, STUDENTS, AND PARENTS

	Teachers	Students	Parents
Number of surveys returned	34	162	56
Percent satisfied with learning environment	93.9%	72.0%	66.7%
Percent satisfied with social and physical environment	100.0%	81.9%	58.5%
Percent satisfied with home-school relations	79.4%	87.0%	77.4%

PACT PERFORMANCE						, ,		ــــــــــــــــــــــــــــــــــــــ
		Rent Testing	/,	alon Basic		Proficient of	Advanced of Profi	cient and str
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	/ * `			iglish/Lar	/	/	/ 40	/ 5
All students	542	99.4	41.4	38.7	17.8	2.2	19.9	17.6
Gender	012	00.1	1111	00.1	17.0	2.2	10.0	11.0
Male	287	99.3	49.6	34.3	15.3	0.7	16.0	17.6
Female	255	99.6	32.2	43.5	20.5	3.8	24.3	17.6
Racial/Ethnic Group								
White	311	99.0	27.5	44.1	25.1	3.4	28.5	17.6
African-American	220	100.0	62.9	30.7	5.9	0.5	6.4	17.6
Asian/Pacific Islander	2	100.0	N/A	N/A	N/A	N/A	N/A	17.6
Hispanic	6	100.0	N/A	N/A	N/A	N/A	N/A	17.6
American Indian/Alaskan	1	100.0	N/A	N/A	N/A	N/A	N/A	17.6
Disability Status								
Not disabled	456	99.6	35.6	41.0	20.8	2.6	23.4	17.6
Disabled	86	98.8	72.5	26.3	1.3	N/A	1.3	17.6
Migrant Status								
Migrant	N/A	0.0	N/A	N/A	N/A	N/A	N/A	17.6
Non-migrant	542	99.4	41.4	38.7	17.8	2.2	19.9	17.6
English Proficiency								
Limited English proficient	2	100.0	N/A	N/A	N/A	N/A	N/A	17.6
Non-limited English proficient	540	99.4	41.2	38.8	17.8	2.2	20.0	17.6
Socio-Economic Status								
Subsidized meals	286	99.3	60.1	32.7	6.8	0.4	7.2	17.6
Full-pay meals	256	99.6	21.3	45.1	29.5	4.1	33.6	17.6
					matics			
All students	542	100.0	34.2	36.5	17.1	12.2	29.3	15.5
Gender								

	Mathematics							
All students	542	100.0	34.2	36.5	17.1	12.2	29.3	15.5
Gender								
Male	287	100.0	39.0	32.7	15.2	13.0	28.3	15.5
Female	255	100.0	28.8	40.8	19.2	11.3	30.4	15.5
Racial/Ethnic Group								
White	311	100.0	20.5	38.4	23.2	17.8	41.1	15.5
African-American	220	100.0	55.0	35.1	7.4	2.5	9.9	15.5
Asian/Pacific Islander	2	100.0	N/A	N/A	N/A	N/A	N/A	15.5
Hispanic	6	100.0	N/A	N/A	N/A	N/A	N/A	15.5
American Indian/Alaskan	1	100.0	N/A	N/A	N/A	N/A	N/A	15.5
Disability Status								
Not disabled	456	100.0	26.3	39.6	19.8	14.2	34.0	15.5
Disabled	86	100.0	76.3	20.0	2.5	1.3	3.8	15.5
Migrant Status								
Migrant	N/A	0.0	N/A	N/A	N/A	N/A	N/A	15.5
Non-migrant	542	100.0	34.2	36.5	17.1	12.2	29.3	15.5
English Proficiency								
Limited English proficient	2	100.0	N/A	N/A	N/A	N/A	N/A	15.5
Non-limited English proficient	540	100.0	34.1	36.5	17.2	12.2	29.4	15.5
Socio-Economic Status								
Subsidized meals	286	100.0	51.1	35.6	10.2	3.0	13.3	15.5
Full-pay meals	256	100.0	15.9	37.6	24.5	22.0	46.5	15.5

Abbreviations for Missing Data

PACT PERFORMANCE BY GRADE LEVEL

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					n/Langua			
lack	Grade 3	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	Grade 4	N/A	N/A	N/A	N/A	N/A	N/A	N/A
2002	Grade 5	N/A	N/A	N/A	N/A	N/A	N/A	N/A
8	Grade 6	169	N/A	32.7	38.1	23.2	6.0	29.2
	Grade 7	159	N/A	31.4	35.8	25.2	7.5	32.7
•	Grade 8	155	N/A	43.5	33.1	20.1	3.2	23.4
	Grade 3	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	Grade 4	N/A	N/A	N/A	N/A	N/A	N/A	N/A
2003	Grade 5	N/A	N/A	N/A	N/A	N/A	N/A	N/A
20	Grade 6	198	99.5	45.2	40.3	11.8	2.7	14.5
	Grade 7	177	99.4	32.3	41.0	26.1	0.6	26.7
	Grade 8	167	99.4	46.3	34.4	16.3	3.1	19.4

				Ma	athematic	S		
	Grade 3	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	Grade 4	N/A	N/A	N/A	N/A	N/A	N/A	N/A
8	Grade 5	N/A	N/A	N/A	N/A	N/A	N/A	N/A
2002	Grade 6	169	N/A	29.8	38.1	25.0	7.1	32.1
	Grade 7	159	N/A	39.6	29.6	11.3	19.5	30.8
•	Grade 8	155	N/A	39.6	44.2	12.3	3.9	16.2
	Grade 3	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	Grade 4	N/A	N/A	N/A	N/A	N/A	N/A	N/A
2003	Grade 5	N/A	N/A	N/A	N/A	N/A	N/A	N/A
20	Grade 6	198	100.0	30.5	38.5	17.1	13.9	31.0
	Grade 7	177	100.0	34.6	35.2	16.0	14.2	30.2
	Grade 8	167	100.0	38.1	35.6	18.1	8.1	26.3

SCHOOL PROFILE

o	ur School	Change from Last Year	Middle Schools with Students Like Ours	Median Middle School
Students (n= 527)				
Students enrolled in high school credit courses (grades 7 & 8)	16.9%	Up from 15.8%	14.4%	14.4%
Retention rate	1.8%	Down from 3.5%	2.4%	2.3%
Attendance rate Eligible for gifted and talented	95.3%	Down from 100.0%	95.3%	95.2%
	21.8%	Up from 19.3%	16.2%	13.6%
On academic plans On academic probation	N/A	N/A	N/A	N/A
	N/A	N/A	N/A	N/A
With disabilities other than speech Older than usual for grade	14.4%	Up from 12.4%	14.5%	14.1%
	5.5%	Down from 6.8%	4.8%	4.9%
Suspended or expelled	2.1%	Up from 1.2%	1.3%	1.3%
Annual dropout rate	0.0%	Down from 0.1%	0.0%	0.0%
Teachers (n= 37)				
Teachers with advanced degrees Continuing contract teachers	45.9%	Up from 41.7%	47.1%	47.1%
	91.9%	Up from 91.7%	85.0%	82.5%
Highly qualified teachers	N/A	N/A	N/A	N/A
Teachers returning from previous year	91.0%	Up from 88.7%	86.2%	84.3%
Teacher attendance rate Average teacher salary	94.2%	Down from 94.9%	94.9%	95.0%
	\$40,369	Down 0.1%	\$39,845	\$39,924
Prof. development days/teacher	5.2 days	Down from 5.5 days	10.4 days	10.7 days
School				
Principal's years at school	7.0	Up from 6.0	3.0	3.0
Student-teacher ratio	21.7 to 1	Up from 11.2 to 1	21.6 to 1	21.0 to 1
Prime instructional time Dollars spent per pupil*	87.4%	Down from 92.6%	88.9%	88.9%
	\$6,864	Up 10.5%	\$5,677	\$5,854
Percent spent on teacher salaries* Opportunities in the arts	57.7%	Up from 57.2%	62.2%	62.0%
	Good	No change	Good	Good
Parents attending conferences SACS accreditation	86.3%	Down from 99.0%	94.7%	94.8%
	yes	N/A	yes	yes

^{*} Prior year audited financial data are reported.

	Our District	State	
Highly qualified teachers in low poverty schools	N/A	N/A	
Highly qualified teachers in high poverty schools	N/A	N/A	

Abbreviations for Missing Data

N/A Not Applicable N/C Not Collected N/R Not Reported I/S Insufficient Sample)
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REPORT OF PRINCIPAL AND SCHOOL IMPROVEMENT COUNCIL

Batesburg-Leesville Middle School continued in the Panther tradition of striving for excellence, both in and out of the classroom, in 2002-2003.

Again this year, students who were on Academic Plans for Students (APS) were required to take one semester of PLATO Lab. This computer-assisted learning model is designed to remediate and even accelerate the students involved. Instructional assistants from each grade level monitored this lab and worked collaboratively with teachers to ensure that each student received maximum benefit.

Twelve Batesburg-Leesville Middle School students were named as South Carolina Junior Scholars.

Again this year, we continued with our "High Performance Partnership" with Cooper Tools. This agreement has benefited our students in many ways, including having tutors available and Cooper Tools sponsorship of our Honor Roll and Principal's List awards.

Students also participated in a variety of service-learning projects, including "Adopt-A-Highway," Pennies for Patients, March of Dimes, and Operation "Goodie Bag" for our troops.

BLMS students were also very active in extra-curricular activities. The band, chorus, and cheerleaders all participated in a number of contests, earning excellent ratings. We started a robotics club this year, and intend to enter competition next year. Our basketball teams had successful seasons. We had students that participated in marching band, varsity cross-country, volleyball, track and field, baseball, softball, and had one student make All-Region in varsity golf. In addition, our BLMS football team went undefeated.

We still have a high number of students scoring in the "Below Basic" category of the Palmetto Achievement Challenge Test.

Plans for 2003-2004 include the continued utilization of the semester long PLATO course for students on academic plans. Students will also have access to remediation efforts both before and after school. Students are grouped during their academic classes to achieve maximum results. Those students on academic plans are grouped into smaller classes.

Bert Smith, Principal

DEFINITIONS OF SCHOOL RATING TERMS

- Excellent School performance substantially exceeds the standards for progress toward the 2010 SC Performance Goal
- Good School performance exceeds the standards for progress toward the 2010 SC Performance Goal
- Average School performance meets the standards for progress toward the 2010 SC Performance Goal
- Below Average School is in jeopardy of not meeting the standards for progress toward the 2010 SC Performance Goal
- Unsatisfactory School performance fails to meet the standards for progress toward the 2010 SC Performance Goal

DEFINITION OF ADEQUATE YEARLY PROGRESS

As required by the United States Department of Education, adequate yearly progress specified that the statewide target is met for all students and for each subgroup of students: racial/ethnic, economic, disability, limited English proficiency and migrant status.